**Thoughts on Dewey’s Pedagogic Creed**

I found this creed to be fascinating in regards to its relevance today when being written over a century ago, and the fact that I concur with many of Dewey’s philosophies and beliefs. The creeds foundation is based on the belief that "true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself.” In general Dewey believes in the marriage of psychology and sociology to form education. The social emphasis in education is one point Dewey constantly reinforces throughout his creed.

The two sides of education, psychological and social, Dewey states are organically related and that education cannot be regarded as a compromise between the two. In preparing students for their future, Dewey believes to prepare students to command themselves; “to train students in the use of all there capacities, eye, ear, hand may be tools to be readily used.” This idea can somewhat contradict current trends in education where focus on test prep is a dead end in regards to any kind of practical skill gain.

Dewey defines the school institution as a social one that should be in its essence a community organization. The building of community in schools lends itself to Dewey’s ideas of the social half of education. Dewey believes many schools fail because they neglect this fundamental principle of the school as a form of community life. He believes the social interaction and community that can go on in school is the moral trainer and educator that prepare students to work together and succeed as an individual in greater society.

Dewey’s ideas about literature are interesting, in that he states that literature should follow upon experience, such as students would read a story about kids going camping and nature, only after they have actually gone camping. He believes literature is the reflex of expression and interpretation of social experience, and should not precede that experience. I found this interesting in that this statement could relate to Vygotsky's scaffolding, or building upon prior knowledge to gain a greater understanding, however I could be interpreting this incorrectly.

Dewey’s belief on the instruction of history is that he it is of value due to representation of phases of social life and growth. Again Dewey constantly pulls everything to this idea of social life and experience.

In article IV. The nature of method Dewey talks a lot about imagery and how more teachers should think less about the information or skills there students are receiving, but HOW they are receiving it, through imagery. I found this to be fascinating. I feel many teachers can do this through multiple instructional strategies such as audio, visual, and sensory activities that all work together to form an image in the students mind that they can grasp on to while building on previous knowledge of the content area. In this section Dewey also talks about interests and how important they are to a student’s educational growth. Montessori and others adopt this belief as one of their core principles, basing instruction purely off of student interest, i.e. large sections of open-ended time for students to explore there own particular interests. Finally in this section he talks about emotion and the role it plays in experience, as long as it is genuine.

The final article is about social reform. Dewey believes education is the fundamental method of social progress and reform. I hold this belief as well and it is one of the reasons I became a teacher, because I felt it would of have the most overall impact in society. I found Dewey’s last statement of the creed interesting because of its obvious religious implications. He proclaims teachers are the prophet of the true god and the usherer in of the kingdom of god. I have to assume he was a religious man, and this was written in 1897, as well as many of the educational institutions being religious based at that time and still today. As to the relation between pedagogy, religion, and god, I fail to see the connections, other than paying homage to his lord at the end of his creed.